Moving Toward......Trauma Responsive Schools
Being with Children & Youth in Pain

Brain Facts

VIOLENT HOMES HAVE THE SAME EFFECT ON CHILDREN'S BRAINS AS COMBAT ON SOLDIERS.

"It's always fight or flight. These teens don't know the difference between a real tiger and a paper tiger..."

www.PaperTigersMovie.com

It's not always obvious

Michael McKnight
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4 Directions Seminars- 2018
Creating Systems of Care and Support.....

Three-Tiered Model of Schoolwide Discipline Strategies

- **Targeted/Intensive**
  - (High-Risk Students)
  - Individual Interventions (5-10% of Students)
  - Intensive social skills teaching
  - Individual behavior intervention plans
  - Parent training and collaboration
  - Multi-agency collaboration (wrap-around)

- **Selected**
  - (At-risk Students)
  - Classroom and Small Group Strategies (15-25% of Students)
  - Intensive social skills teaching
  - Self-management programs
  - Adult mentors (checking in)
  - Increased academic support

- **Universal**
  - (All Students)
  - Schoolwide Systems of Support (75-80% of Students)
  - Social skills teaching
  - Positive, proactive discipline
  - Teaching school behavior expectations
  - Active supervision and monitoring
  - Positive reinforcement systems
  - Firm, fair, and corrective discipline

Source: Institute on Violence & Destructive Behavior
There can be no keener revelation of a society’s soul than the way in which it treats its children.

—Nelson Mandela
Each Day in America for All Children

- 4 children are killed by abuse or neglect.
- 7 children or teens commit suicide.
- 8 children or teens are killed with a gun.
- 45 children or teens are injured or killed with a gun.
- 167 children are arrested for violent crimes.
- 311 children are arrested for drug crimes.
- 589 public school students are corporally punished.*
- 1,759 babies are born into poverty.
- 1,854 children are confirmed as abused or neglected.
- 2,805 children are arrested.
- 2,857 high school students drop out.*
- 12,816 public school students are suspended.*
The State of Kids in Indiana

Homelessness
• 19,205 homeless children were enrolled in public schools during 2014-2015.

Child Welfare
• 26,397 children were abused or neglected in 2015.
• 19,837 children were in foster care on the last day of FY2016.

Juvenile Justice
• 1,563 children were in residential placement in 2015.
• 36 percent were Black
• 7 percent were Hispanic
• 53 percent were White.
• 34 children were in adult jails or prisons in 2015.

Gun Violence
• 81 children and teens (4.6 per 100,000) were killed with a gun in 2015.
### Percentage of Public School Students Receiving Free or Reduced Lunch: 2018

<table>
<thead>
<tr>
<th>5 Lowest Counties</th>
<th>Percent</th>
<th>5 Highest Counties</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hamilton</td>
<td>17.0%</td>
<td>Marion</td>
<td>70.2%</td>
</tr>
<tr>
<td>Boone</td>
<td>19.5%</td>
<td>Fayette</td>
<td>63.5%</td>
</tr>
<tr>
<td>Hendricks</td>
<td>27.1%</td>
<td>Crawford</td>
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<tr>
<td>Hancock</td>
<td>27.6%</td>
<td>Scott</td>
<td>60.8%</td>
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<tr>
<td>Warrick</td>
<td>31.6%</td>
<td>Wayne</td>
<td>59.9%</td>
</tr>
</tbody>
</table>
Indiana University Bloomington

- 29.3% of Indiana students reported feeling sad or hopeless in 2015.
- 1 out of every 20 children in Indiana have a behavior or conduct problem.
- 50% of all lifetime cases of mental illness begin by age 14 and 75% by age 24.
- 19.8% of Indiana high school students seriously considered suicide in 2015, the third highest in the nation.
The Pair of ACEs

Ellis W., Dietz W. BCR Framework Academic Peds (2017)
TYPES OF STRESS

Positive Stress
• Adverse experiences that are short-lived
• Part of the normal developmental process

Tolerable Stress
• More intense but relatively short-lived
• With adequate support, unlikely to cause long-term problems

Toxic Stress
• Sustained adversity
• Children are unable to manage toxic stress by themselves
• Can lead to permanent changes in brain development
What Happened to these kids?
Pain Based Behavior...

• To begin, observe - but on an intuitive level. No checklists, no notes, no histories - just watch him. Watch him watching his world. Go silently behind his eyes to see his world. When you see what he feels, you will have learned all that you need to know...

Then begin! (L. Tobin)
Defining 2 Types of Trauma in Children

1. ACUTE TRAUMA

- Children who have experienced or witnessed a single traumatic episode.

- These children often develop post traumatic stress disorder (PTSD) symptoms such as problems with focus and concentration, hyper-vigilance, helplessness, night terrors and flashbacks.
Types of Trauma

2. DEVELOPMENTAL TRAUMA

- Complex developmental trauma occurs when children experience “multiple, chronic, and prolonged, developmentally adverse traumatic events, most often of an interpersonal nature...and with early life onset.”

- Because the trauma is sustained and occurs in childhood, the impact of development is more pervasive than with acute trauma.

- These children exhibit a more pronounced deficit in developmental brain-based stress response systems.
Survival Brain vs Learning Brain

• We all have normal alarm systems in our brain/body that let us know when we are under threat and mobilize us to fight, flee (flight) or freeze in the face of a threat.

• When youth experience continuous threats/trauma, the brain/body is put into a chronic state of fear, activating the “survival brain” (mid/lower areas of the brain).

• This can create an overactive alarm system in the developing brain.
Persistent State of Alarm..

Repeated and overwhelming stress “sensitizes” the amygdala and it becomes hyper-alert to danger. Troubled children reset their normal level of arousal. Even when no external threats exist, they are in a persistent state of alarm...

(Bruce Perry)
Traumatic Stress

A Healthy Nervous System

Symptoms of Un-Discharged Traumatic Stress

Symptoms:
- Anxiety, panic, hyperactivity
- Exaggerated startle
- Difficulty to relax, restlessness
- Hyper-vigilance, digestive problems
- Emotional flooding, chronic pain, sleeplessness, hostility/rage

Symptoms:
- Depression, flat effect, lethargy, deadness
- Exhaustion, chronic fatigue, disorientation
- Disconnection, dissociation, complex syndromes, pain
- Low blood pressure, poor digestion

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3 Pillars of Trauma Informed Schools

Pillar 1: SAFETY

Pillar 2: CONNECTIONS

Pillar 3: MANAGING EMOTIONS

(Howard Bath - Reclaiming Children & Youth)
Emotions are Contagious

*Kids in stress create in adults their feelings and, if not trained, the adults will mirror their behavior.*

(Long & Fecser, 2000)
Tit for Tat Emotional Reaction (ER) Cycles

Young person reacts With PAIN-BASED BEHAVIOUR

Adult reacts With PAIN-BASED DISCIPLINE
Becoming Trauma Responsive…

The central challenge facing adults working with children with significant adverse childhood experiences…

Is dealing with their primary pain without inflicting secondary pain through punitive or controlling reactions.

- James Anglin
Co-Regulation- Calming Together

“Without...soothing by reliable and consistent caregivers, the troubled child is unable to regulate his or her mental state and restore emotional equilibrium”

• Mollon in Schore, 2003
Co-Regulation vs Coercive Regulation

Co-Regulation

1. Awareness of own feelings
2. Focus on Child’s Feeling
3. Soothing: Assertive Tone
4. Absorbing child’s hostility
5. Meeting Support Needs
6. Goal: Helping Child to Calm

Coercive Regulation

1. No awareness of own feelings
2. Focus on the Child’s Behavior
3. Loud: Aggressive Tone
4. Retaliating to child’s hostility
5. Ignoring child’s needs
6. Goal: Stopping Bad Behavior
Emotional First Aide...
Calming the Lower Brain-

Co-Regulation

Be A Thermostat
Not A Thermometer!!
Sequence of Positive Engagement

Bruce Perry - Child Trauma Academy

1st - REGULATE
Emotional First Aide
Validate Feelings
Reflective Listening
Clarify child's concern.

2nd - RELATE
Share. Timeline. Begin to talk about concerns.

3rd - REASON
Collaborate to create a solution.
Teach New Skills.

Larry Brendtro - Reclaiming Youth

1st - CONNECT
• Treat youth with concern to build trust.
• Recognize the pain beneath the problem.
• Respond to needs rather than react to crisis.

2nd - CLARIFY
• Approach difficult events as teaching moments.
• Explore the logic and motives behind behavior.
• Discover potentials to enable successful coping.

3rd - RESTORE
• Encourage young persons to take responsibility.
• Identify specific ways to build strength and support.
• Mend broken bonds through relationships of respect.
• Restore belonging, mastery, independence, generosity.
Teaching what You Want to SEE ....

Star Breathing

Breathe in, hold at the point, and breathe out. Follow your way around the star.

RESTORATIVE PRACTICES

Address and discuss the needs of the school community

Build healthy relationships between educators and students

Resolve conflict, hold individuals and groups accountable

Reduce, prevent, and improve harmful behavior

Repair harm and restore positive relationships

School Proves Meditation Works Better Than Detention

Figure 1. What Are Restorative Practices?

Self Management

The capacity for effective managing, organizing, acting, and acting appropriately with oneself.

Social Awareness

The capacity for understanding what others are saying and feeling and why they feel and act as they do. Empathy and perspective-taking is step an essential of social awareness.

Relational Management

The capacity for acting in such a way that one is able to get a desired result from others and reach personal/group goals. It is also developing others, inspirational leadership, influence, conflict management, teamwork, and collaboration.

Responsible Decision Making

The capacity to understand the problem, generate possible solutions, decide which solution will get the least result, try it out, and evaluate the outcome. It also is the ability to act ethically and responsibly.

Self Awareness

The capacity for understanding one’s emotions, one's strengths and one's weaknesses and possessing self-confidence.
"Every child needs at least one adult who is irrationally crazy about him or her."
--Urie Bronfenbrenner